**from “Narrative of the Life of Frederick Douglass” Collaborative Activity**

**Directions**: Complete the following chart collaboratively. Before you begin, discuss and compare your responses to the questions regarding ***tone* on p. 164**, ***tone* on p. 170**, and the **Author’s Purpose Chart on p. 171** of your reading**.**

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| Identify the **tone** the author achieves at the **beginning** of the narrative on p. 164. |  |
| Based on your conversation, explain which example from the text best supports this tone. |  |
| Identify the **tone** the author establishes by the **end** of the narrative on p. 170. |  |
| Based on your conversation, explain the example from the text that best supports this tone. |  |
| Identify **figures of speech** the author uses to make his experiences vivid for the reader. |  |
| Based on your conversation, explain how one example makes the author’s experiences vivid for the reader. |  |
| Identify **strong metaphors** the author uses to make his experiences vivid for the reader. |  |
| Based on your conversation, explain how one example makes the author’s experiences vivid for the reader. |  |
| Based on how the tone changes and the use of literary devices during the narrative, explain the author’s message regarding slavery and how he makes it vivid for the reader. |  |